
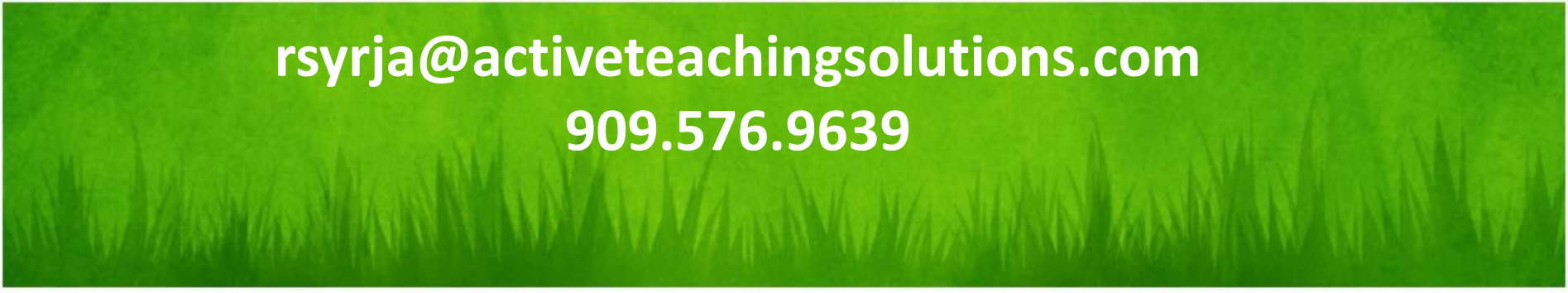



English Language Learner Seminar, 2014 

ESU #3 Omaha, NE

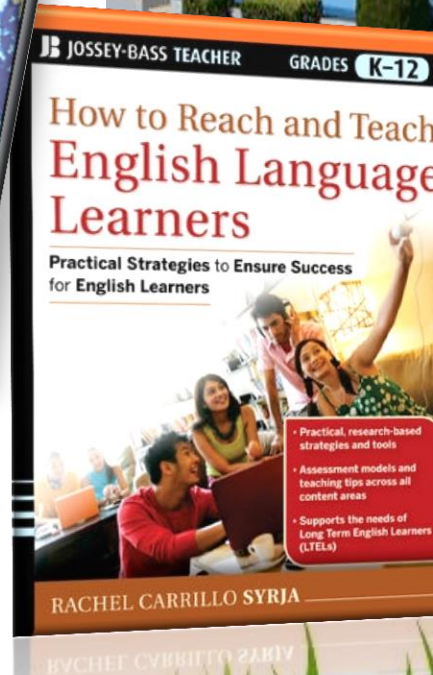
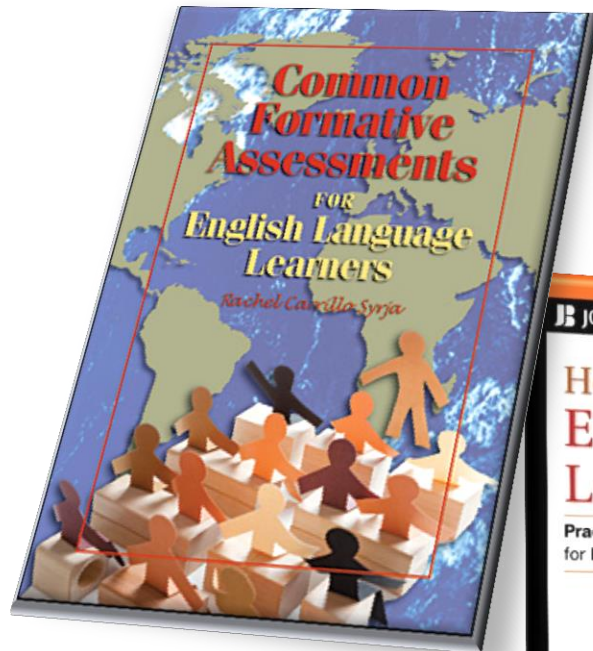
Using Formative Assessment to Ensure Success for English Language Learners



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Your Presenter:

Rachel Carrillo Syrja, M.Ed.



Objectives – Where are we going?



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THE CASE FOR ACTION!

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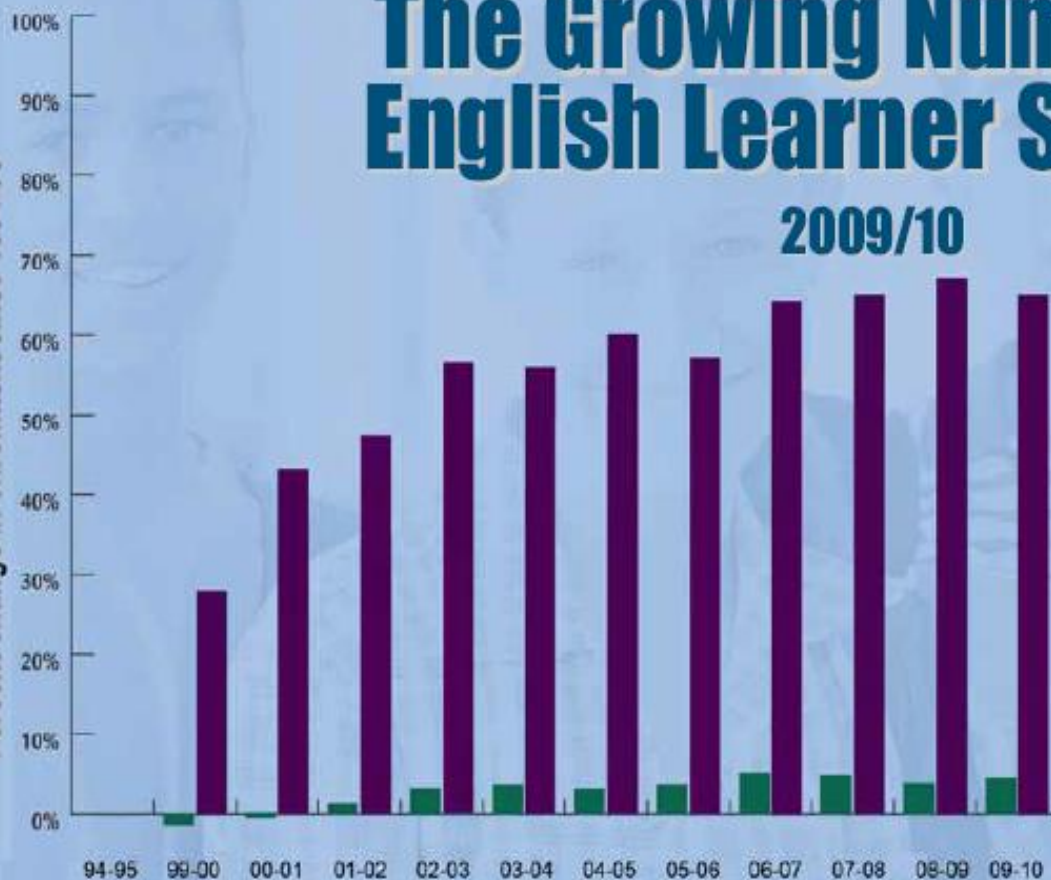
English Language Learner Trends



The Growing Numbers of English Learner Students

2009/10

Percent change in enrollment since 1994-95



EL
PK-12

Year	Total PK-12 Enrollment	PK-12 Growth Since 1994-95	Total EL Enrollment	EL Growth Since 1994-95
1994-95	47,745,835	0.00%	3,184,696	0.00%
1999-00	47,356,069	-0.82%	4,416,580	38.68%
2000-01	47,665,483	-0.17%	4,584,947	43.97%
2001-02	48,296,777	1.15%	4,750,920	49.18%
2002-03	49,478,583	3.63%	5,044,361	58.39%
2003-04	48,618,523	3.82%	5,013,533	57.40%
2004-05	48,982,808	2.50%	5,119,561	60.76%
2005-06	49,324,849	3.31%	5,074,572	59.34%
2006-07	49,792,462	4.29%	5,218,800	63.87%
2007-08	49,838,122	4.38%	5,297,935	66.36%
2008-09	49,487,174	3.65%	5,346,673	67.89%
2009-10	49,866,700	4.44%	5,208,247	63.54%

5,208,247



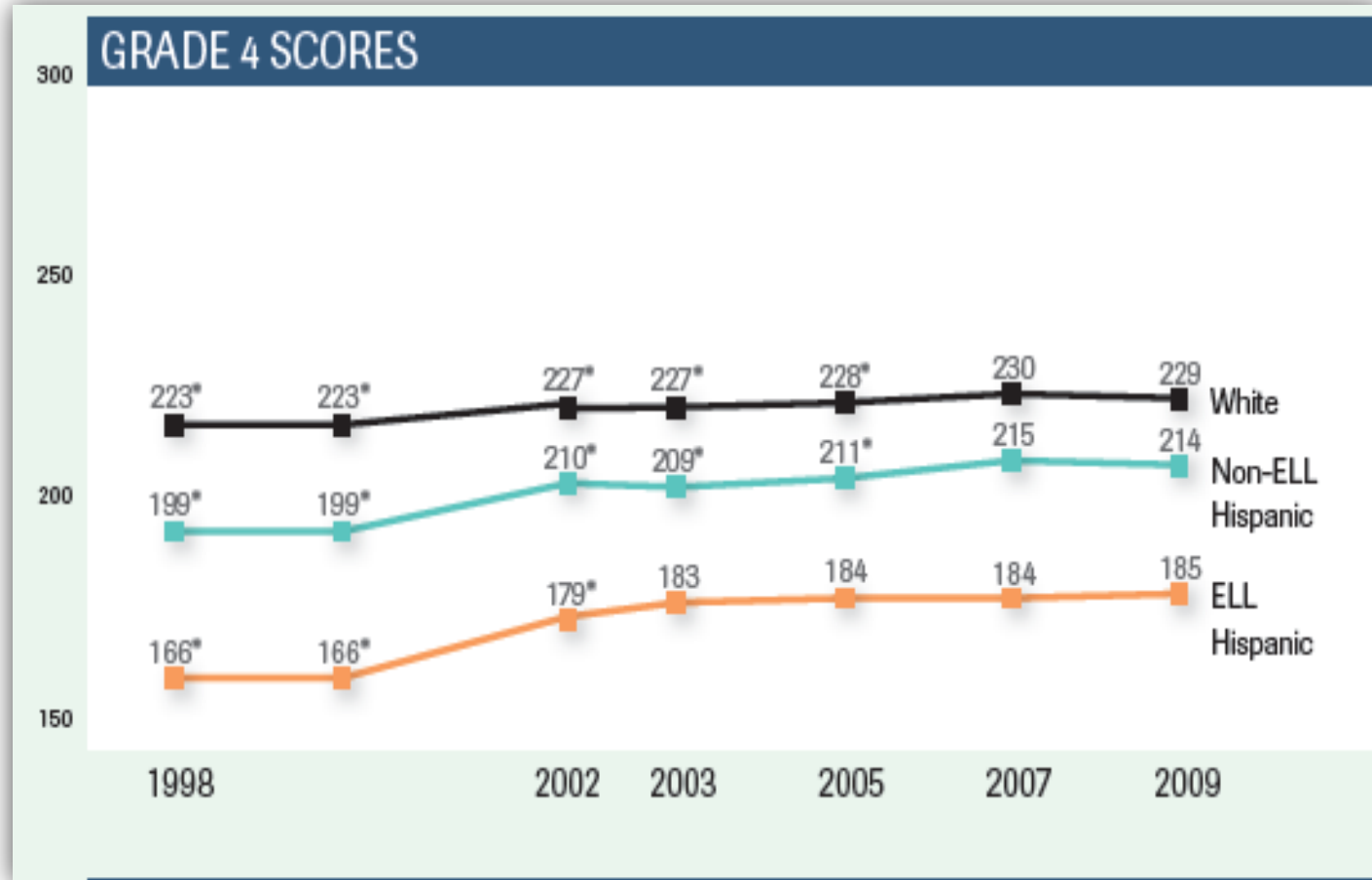
National Center for Educational Statistics Common Core of Data, 1999-2000 through 2009-2010.

The Achievement Gap

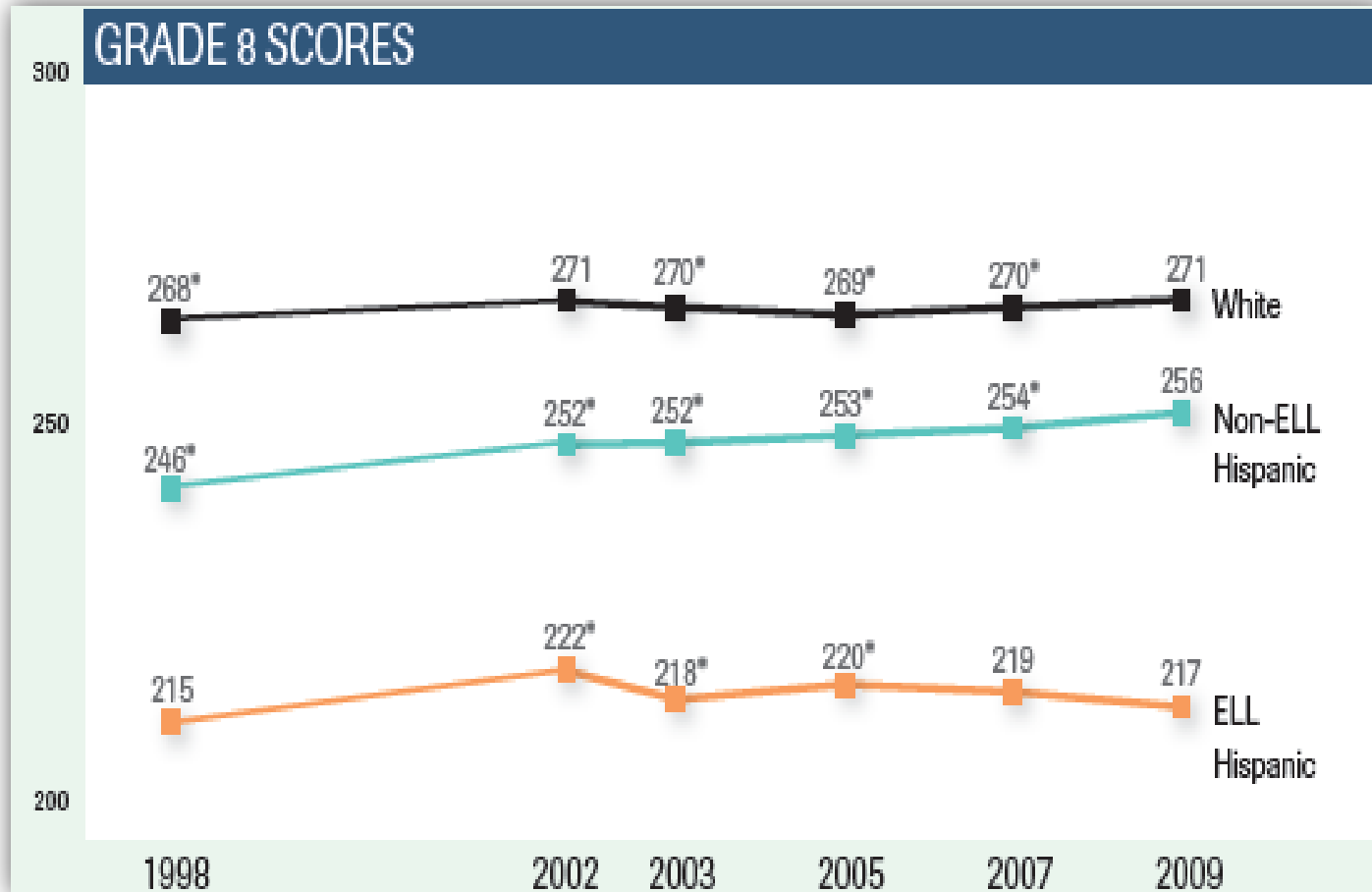
A person stands on a prominent rock formation in a vast, layered canyon. The person's arms are raised in a gesture of triumph or achievement. The canyon walls are composed of distinct horizontal rock strata, and the overall scene is bathed in the warm, golden light of late afternoon or early morning.

Education Weekly (EdWeek), (2004). *English Learners*. Available at:
<http://www.edweek.org/rc/issues/english-language-learners/> (accessed on
January 27, 2009).

ELA National Assessment of Educational Progress, 2009



ELA National Assessment of Educational Progress, 2009



ELL Trends in Nebraska

- Increase in ELL population of 200%
- Increasingly diverse ELL population



Building a Community



Video Observation

<http://video.nationalgeographic.com/video/player/movies/god-grew-tired/cultural-differences-ggtu.html>



Culture

- Apartment
- Shower
- Electricity
- Food
- Trash
- Santa Clause
- Behaviors



Language

- BICS?
- CALP?




BICS and CALP

Basic Interpersonal Communication Skills

- Informal conversational language

Cognitive Academic Language Proficiency


- Formal academic language
– the language of school



In classes with person-centered teachers, there is more **engagement**, more **respect** of self and others, **fewer resistant behaviors**... and there are **higher achievement** outcomes.

Hattie, 2009, p. 119





If the relationship is **strong**, instructional strategies seem to be more **effective**.
Conversely, a **weak** or **negative** relationship will **mute** or even **negate** the benefits of even the most effective instructional strategies.

Marzano, 2011, p. 82



THE IMPORTANCE OF KNOWING YOUR ENGLISH LEARNER POPULATIONS

ESU #3 Omaha, NE - ELL Seminar, 2014

One immigrant's story...



The rate of progress of an English language learner in acquiring a second language may be influenced by:

- prior English language exposure, experience and instruction**
- the home language and the literacy level of the student and parents**
- the language in the home environment (e.g., a home that is bilingual presents many opportunities for the learner to make connections in both languages)**
- the language learning skills and strategies acquired in the home language, which can be transferred to the learning of English.**

4th Grade Math through the eyes of an English Learner...

Language Acquisition Level One

[illegible]

Language Acquisition Level Two

The total _____ of a _____ and the _____ it _____ is 2 _____. _____ $\frac{3}{4}$ of the _____ are _____, the _____ and the _____ 0.8 _____. What is the _____ of the _____ in _____?

Language Acquisition Level Three

The total _____ of a _____ and the cookies it contains is 2 _____. After $\frac{3}{4}$ of the cookies are eat(en) , the _____ and the _____ cookies _____ 0.8 _____. What is the _____ of the empty _____ in _____ ?

Language Acquisition Level Four

The total weight of a tin and the cookies it contains is 2 _____. After $\frac{3}{4}$ of the cookies are eaten, the tin and the remaining cookies weigh 0.8 _____. What is the weight of the empty tin in _____?

Language Acquisition Level Five

The total weight of a tin and the cookies it contains is 2 pounds. After $\frac{3}{4}$ of the cookies are eaten, the tin and the remaining cookies weigh 0.8 pounds. What is the weight of the empty tin in pounds?

Hello, My name is Gisela
and I'm going to tell you
about my grand Mather and why she
is one of my favorite Pearson
well my grandmother's name is

Well My grandmother is
a very special Pearson because
when I was little my mom
had me my grand Mather had
to take care of me. My grandma
changed me, fed me and
and she also read me stories

I have went with my
grandma too. Disneyland, Six flags
seaworld lego land. rainy weather etc.

I was hoping to go to Mexico
this summer to visit my
grandma but no I had to come
to summer school will any ways
its tight because you
get to learn more than the rest of
the students. having fun.

Well I still think that my grandma
is still my best friend and the
~~best~~ #1 grandma and my #2 end
Mam. I will see you by Gisela.

My Grand Father

Today I'm going to tell you what happen in the last few days, when my Grand Father was still alive. I did not now that this was going to come up but it did. My Grand Father died, he was to old, so he just past away in the doctor. Now I'm going to tell you what my life has been through.

First when he past away, it didn't feel the same without him join. 2nd when I went to look at him it didn't look right to me, 3rd that I miss going up to his house to visit or see him, but now it's all go. Now I'm going to tell you what I feel about what happen to him, when I first heard about what happend to him I was worried about he might go away, but he did so I started to cry a little but I calm down. I was Really Sad to see my Grand Father to die like that to think I will never see him again. I'm scared my Grand mother will past away too, I hope it will never happen.

But now it's getting better because I know that hes in heaven right now, and in my heart I will never forget about my Grand Father. But sometime when I think about him, it makes me want to cry more.

well I'm sorry I don't have a fifth paragraph about my Grand Father. I just end it in my fourth paragraph.

It is IMPERATIVE that We Plan Instruction Appropriate to Each Level of Language Proficiency

- 1. Beginning**
- 2. Developing**
- 3. Expanding**
- 4. Bridging**
- 5. Extending**



FORMATIVE ASSESSMENT STRATEGIES AND THE POWER OF FEEDBACK

ESU #3 Omaha, NE - ELL Seminar, 2014

Formative Assessment Strategies



What is the purpose of assessment?

Accurate Inferences

Assessment Is “Inference Making”

“Teachers use test (results) in order to make inferences about their students’ cognitive status. Once those score-based inferences have been made, the teacher then reaches instructional decisions based (at least in part) on those inferences. Educational assessment revolves around inference making.”

Popham, W. J. (2003). *Test better, teach better*, p. 60



Activity

In your groups, discuss your current understanding of both Formative and Summative Assessment. As a team, create a visual representation which depicts the relationship between those two forms of assessment.

Handout pg. 8



Assessment *of* Learning Defined

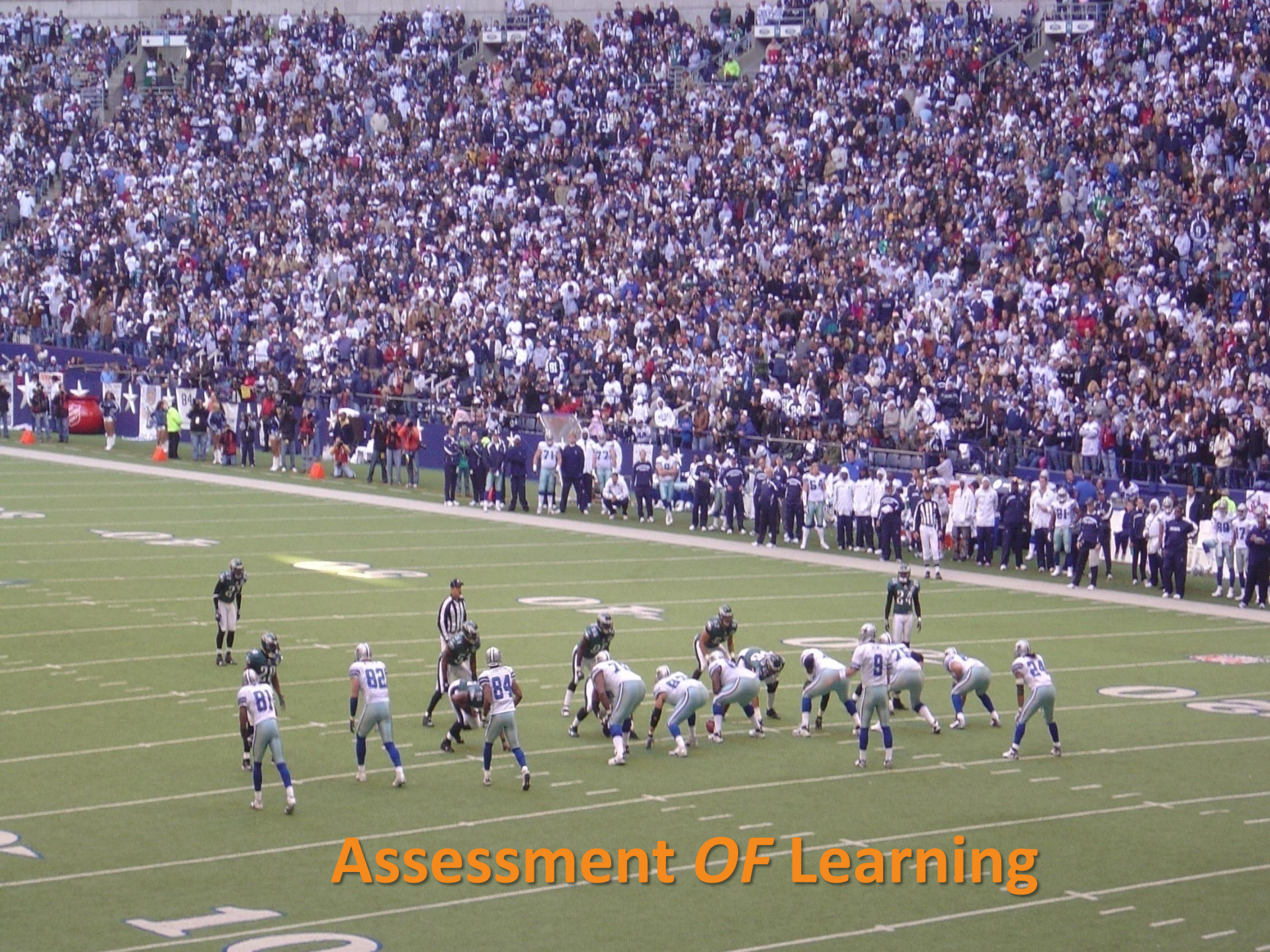
- Assessment *of* learning takes place at the conclusion of the teaching cycle.

Summative Assessment

- Graded
- Provides confirmation of mastery of the standards as of a particular point in time
- Shows language proficiency levels as of a particular point in time

Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S., (2006). *Classroom assessment for student learning: Doing it right – using it well.*





Assessment *OF* Learning

Assessment *for* Learning Defined

- Assessment *for* learning takes place while the learning is happening.

Formative Assessment

- Ungraded
- Data provides diagnostic information for teachers and students
- Shows growth over time
- Reflects a student's growth in language proficiency over time

Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S., (2006). *Classroom assessment for student learning: Doing it right – using it well.*






Assessment *FOR* Learning

Formative Assessments and English Language Learners

- These ungraded assessments, provide diagnostic information and determine the **‘path’ to English proficiency**
- They also allow us to monitor progress toward the mastery of **content knowledge**
- Assessment should be **differentiated** to reflect different English learner levels.





**State standardize tests and language
proficiency tests should provide a starting
point...**

Activity

Revisit your visual representation on p. 8.
Add any new information regarding
English learners and assessment.



“Assessment *for* learning happens in the classroom and involves students in every aspect of their own assessment to build their confidence and maximize their achievement.”

Rick Stiggins, 2006

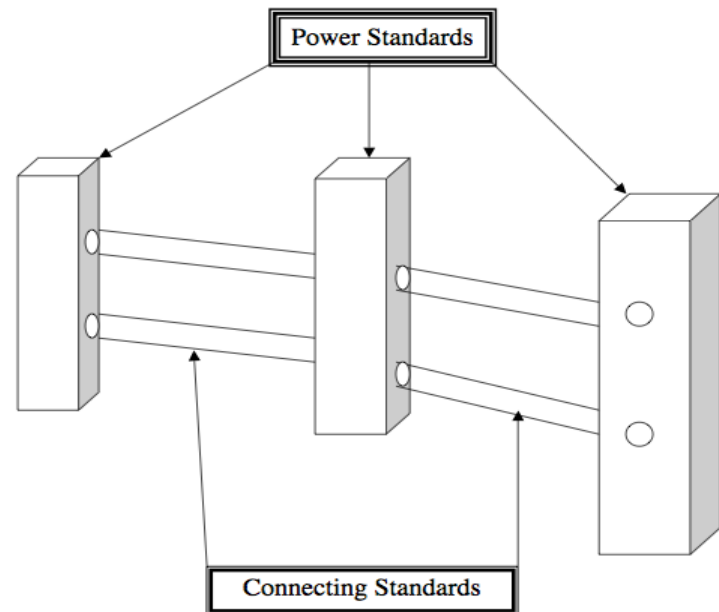
Assessment of *Only the Highest* Priority Standards

“It is critical that all of the assessed standards be truly significant. From an instructional perspective, *it is better for tests to measure a handful of powerful skills accurately* than it is for tests to do an inaccurate job of measuring many skills.”



Priority Standards and Supporting Standards

- ✓ Like fence post holes, *Priority Standards* provide **curricular focus** to “dig deeper” and assure student proficiency.
- ✓ Like fence rails, supporting standards are curricular standards which *connect to and support* Priority Standards.



Step 1 Example

CFA for ELLs Template

Step 1: Determine the Unit of Study

2 to 4 weeks of instruction

7th Grade

Science: Standard 7 - The Scientific Method

Step 2: Identify Matching Content Priority Standards

Essential knowledge and skills

Make scientific progress by asking meaningful questions and conducting careful investigations. Students communicate the steps and results from an investigation in written reports and verbal presentations.

Step 1 Activity

Step 1:

- ✓ **Determine a Unit of Study**
- ✓ **Identify Matching Content or Language Proficiency Priority Standards**



Step 2: “Unwrapping” the Matching Priority Standards

- Identify the key concepts (important nouns or noun phrases) by underlining them.
- Identify the skills (verbs) by **circling** them or making them All CAPS.



Step 2 Example (Differentiated CFA)

Grade Level or Course: Third Grade Science

Assessment Topic: Matter and Energy


Selected Power Standards (standards are examples of state science standards, shown “unwrapped”):

1.1.D.a: COMPARE the observable physical properties of solids, liquids or gases (air) (i.e., visible vs. invisible, change in shape, change in the amount of space occupied)

1.1.D.e: INVESTIGATE and RECOGNIZE water can change from a liquid to a solid (freeze) and back again to a liquid (melt) as the result of temperature changes

1.1.D.f: DESCRIBE the changes in the physical properties of water (i.e., shape, volume) when frozen or melted

1.1.D.g: PREDICT and INVESTIGATE the effect of heat energy (i.e., change in temperature, melting, evaporation) on objects and materials



Step 2: “Unwrapping” the Matching Priority Standards

- **Analyze** the Priority Standards to determine *exactly* what students must know and be able to do.
- Underline the **key concepts** (important nouns and noun phrases).
- **Circle** the skills (verbs).

CFA Template



Step 3:

Create Graphic Organizer

- ✓ **Represents** each of the “unwrapped” concepts and skills clearly
- ✓ Reveals all the **learning targets** (concepts and skills)
- ✓ **Focuses** instruction and assessment



Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – M-Sci

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, observe, & recognize facts, principles, properties Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Evaluate an expression Locate points on a grid or number on number line Solve a one-step problem Represent math relationships in words, pictures, or symbols Read, write, compare decimals in scientific notation 	<ul style="list-style-type: none"> Specify and explain relationships (e.g., non-examples/examples; cause-effect) Make and record observations Explain steps followed Summarize results or concepts Make basic inferences or logical predictions from data/observations Use models /diagrams to represent or explain mathematical concepts Make and explain estimates 	<ul style="list-style-type: none"> Use concepts to solve <u>non-routine</u> problems Explain, generalize, or connect ideas <u>using supporting evidence</u> Make <u>and justify</u> conjectures Explain thinking when more than one response is possible Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Follow simple procedures (recipe-type directions) Calculate, measure, apply a rule (e.g., rounding) Apply algorithm or formula (e.g., area, perimeter) Solve linear equations Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> Select a procedure according to criteria and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) Construct models given criteria 	<ul style="list-style-type: none"> Design investigation for a specific purpose or research question Conduct a designed investigation Use concepts to solve non-routine problems Use & show reasoning, planning, <u>and evidence</u> Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> Select or devise approach among many alternatives to solve a problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> Retrieve information from a table or graph to answer a question Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) Identify a pattern/trend 	<ul style="list-style-type: none"> Categorize, classify materials, data, figures based on characteristics Organize or order data Compare/ contrast figures or data Select appropriate graph and organize & display data Interpret data from a simple graph Extend a pattern 	<ul style="list-style-type: none"> Compare information within or across data sets or texts Analyze and <u>draw conclusions from data, citing evidence</u> Generalize a pattern Interpret data from complex graph Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> Analyze multiple sources of evidence analyze complex/abstract themes Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <u>Cite evidence and develop a logical argument</u> for concepts or solutions Describe, compare, and contrast solution methods <u>Verify reasonableness of results</u> 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one data set, source, or text Formulate an original problem given a situation Develop a scientific/mathematical model for a complex situation 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Design a mathematical model to inform and solve a practical or abstract situation

Step 2 Example (Differentiated CFA)

Grade Level or Course: Third Grade Science

Assessment Topic: Matter and Energy


Selected Power Standards (standards are examples of state science standards, shown “unwrapped”):

1.1.D.a: COMPARE the observable physical properties of solids, liquids or gases (air) (i.e., visible vs. invisible, change in shape, change in the amount of space occupied)

1.1.D.e: INVESTIGATE and RECOGNIZE water can change from a liquid to a solid (freeze) and back again to a liquid (melt) as the result of temperature changes

1.1.D.f: DESCRIBE the changes in the physical properties of water (i.e., shape, volume) when frozen or melted

1.1.D.g: PREDICT and INVESTIGATE the effect of heat energy (i.e., change in temperature, melting, evaporation) on objects and materials



Step 3: Example (Differentiated CFA)

Bloom's Taxonomy/DOK	Skills	Concepts
4/3	COMPARE	Physical properties of solids, liquids, or gases
3/3	INVESTIGATE	Water changes from liquid to solid and back, result of temperature changes
1/1	RECOGNIZE	Water changes from liquid to solid and back, result of temperature changes
2/2	DESCRIBE	Changes in physical properties of water
2/2	PREDICT	Effect of heat energy on object and materials
4/3	INVESTIGATE	Effect of heat energy on object and materials



Step 2 Example (Differentiated CFA)

Grade Level or Course: Third Grade Science

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Step 3 Activity:

Create Your Graphic Organizer

- ✓ Create a graphic organizer for the “unwrapped” Priority Standards
- ✓ List each **skill** with its related **concept(s)** in parentheses
- ✓ Identify the approximate **cognitive level** of each skill according to Bloom’s Taxonomy and Depth of Knowledge



Step 4 and Step 5 Example:

Big Ideas and Essential Questions (Differentiated CFA)

Big Ideas from “Unwrapped” Power Standards:

1. Solids, liquids and gases can be described by unique differences in their visibility, shape, and volume.
2. Heat changes the physical properties of any solid, liquid or gas.
3. The physical properties of water change when the temperature increases or decreases.

Essential Questions Matched to Big Ideas:

1. How do states of matter differ from one another?
2. How does heat affect matter?
3. How does temperature impact the physical properties of water?



Step 5 Activity:

Determine the Big Ideas and Essential Questions

- 1. Determine the Big Ideas.**
- 2. What questions would lead to the discovery of your Big Ideas?**
- 3. Litmus Test: Do your Big Ideas answer or respond to your Essential Questions?**





**With The Standards Foundation
In Place...**

**Now It's Time to Design the
Matching Assessment Items!**

Determine Evidence Needed to Make Accurate Inferences

Once the essential purpose of assessment is identified, educators must ask the critical question:

“What kinds of assessment items will provide the best evidence as to whether students have met this singular purpose?”



The Two Major Assessment Formats

- ✓ Selected-Response
- ✓ Constructed-Response

Step 6 and Step 7 Example (Differentiated CFA)

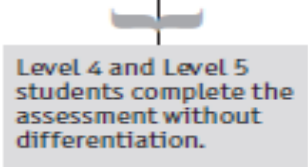
Content Area: Third Grade Science **Topic:** Matter and Energy

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	Level 1: Pre-Production	Level 2: Early Production	Level 3: Speech Emergence	Level 4: Intermediate Fluency	Level 5: Advanced Fluency
Differentiated Assessment Tasks	Selected Response Items: 1. When provided with images of the three forms of matter—liquid, gas, and solid—the student will correctly label each form of matter using words from the word bank. 2. Students will match the correct word and image (water, ice, steam) with the appropriate thermometer. 3. Students will match images of the three forms of water to the appropriate word (water, ice, steam).	Selected Response Items: 1. When provided with images of the three forms of matter—liquid, gas, and solid—the student will correctly label each form of matter using simple words or phrases. 2. Students will match the correct word (water, ice, steam) with the appropriate thermometer and will identify each as gas, liquid, or solid. 3. Students will match the three forms of matter (gas, liquid, and solid) to the appropriate form, water, ice, steam.	Selected response items 1–4 and matching items 1–5 will be accompanied by illustrations.	 <p>Level 4 and Level 5 students complete the assessment without differentiation.</p>	


Content Area: Third Grade Science **Topic:** Matter and Energy

1.1.D.a: COMPARE the observable physical properties of solids, liquids or gases (air) (i.e., visible vs. invisible, change in shape, change in the amount of space occupied)

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	Level 1: Pre-Production	Level 2: Early Production	Level 3: Speech Emergence	Level 4: Intermediate Fluency	Level 5: Advanced Fluency
Differentiated Assessment Tasks	Constructed Response Items: When presented with the images of the water in the freezer, and water being boiled, the student predicts its form using picture cards.	Constructed Response Items: When presented with images of water in the freezer and water being boiled, the student predicts its form (gas, liquid, or solid) using simple words and phrases.	The item will be accompanied by illustrations depicting Rachel's actions. The student may respond using words and illustrations. The Level 3 student may use words, phrases and illustrations to respond to the essential questions.	 Level 4 and Level 5 students complete the assessment without differentiation.	

Step 6 and Step 7 Activity:

Write Appropriately Differentiated Constructed-Response Items


- Use **Assessment Matrices**
- Review your “**unwrapped**” **priority standards**.
- Decide if a selected response or constructed response item or is best.
- **Match** level of rigor in unwrapped skills!

Gallery “Feedback” Walk

1. Review colleague work samples
2. Use “post-its” to provide helpful feedback, suggestion, or kudos



The Power of Feedback



The single most powerful influence
on enhancing achievement is
feedback.



Hattie, 2009

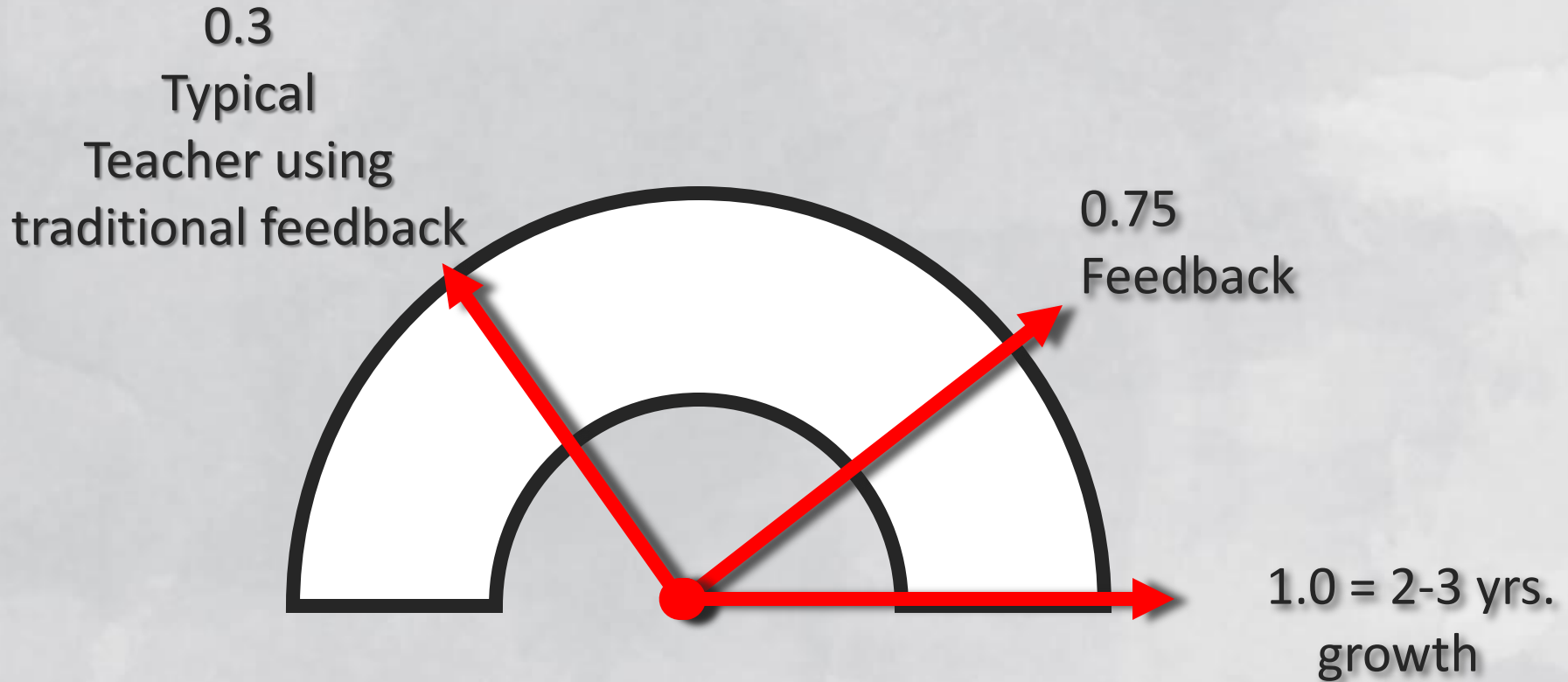
Findings from John Hattie, *Visible Learning*:

A synthesis of over 800 meta analyses:

- Reciprocal Teaching – 0.75
- **Formative Assessment – 0.90**
- **Feedback on student performance – 0.75**

Effect Size of $d = 1.0$ indicates an increase of one standard deviation; A one standard deviation increase is typically associated with 2 to 3 years of growth

Effect Size of Feedback



At all points in the instructional plan, ELLs need to know the answer to these questions:

- ❖ Where am I going? (learning goals)

FEED UP

- ❖ Where am I now in relation to that goal?
(self-assessment & self-evaluation)

FEEDBACK

- ❖ Where am I going next? (progression, new goal)

FEED FORWARD



Considerations for Next Steps

Differentiate Common Formative Assessments

What do I need to know
about my ELLs?

Differentiate the assessment
accordingly



Match Strategies to ELL Levels

Start Small, Build Slowly



Frequency Will Increase



Reviewing and Revising Strategies

Thoughtful Data Analysis

“Replication of Success”



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